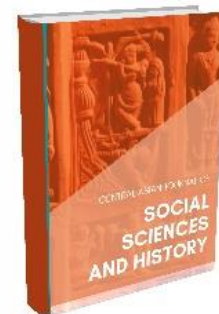




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The Formation of Educational Activities is the Main Task of Primary Education

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Abstract:

This article is aimed at preparing future primary school teachers for educational activities, developing the competence to be able to apply the knowledge, skills and abilities acquired through mathematics.

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Preparation of the future primary school teacher for the profession through the subject "mathematics" of a higher educational institution is primarily aimed at his professional activities as a teacher of Science in the future. That is, it can be said that any student who studies in the direction of primary education is considered to work as a teacher of mathematics in elementary grades. Therefore, when designing his professional education in the OTM mathematics course, it is impossible not to take into account the main traditions of the development of modern school education in which he carries out his professional activities. Today, the model of Education, built on humanistic principles and aimed at a person who creates conditions for the formation of the subjective attitude of students, is of the greatest importance for pedagogical theory and practice.

On the basis of the humanistic paradigm of Education, a philosophy is built, which expresses

confidence in human nature, emphasizing the actually positive constructive essence of man, lies in it. Respect for the individual, understanding of his dignity, recognition of his uniqueness (uniqueness) and uniqueness, the right to develop and demonstrate his abilities serve as a result of this. The following are the Basic Rules of the humanistic paradigm:

- recognition of the child as the highest value of pedagogical activity;
- the orientation of education and upbringing in various types of activity towards independent actualization of oneself, independent development and realization of one's capabilities, abilities and potential;
- to emphasize the active active role of the student in many different processes of study and learning, to introduce the holistic personality of the child into the activities of his preparation in its manifestations in spiritual, intellectual, volitional and emotional aspects. The recognition of a person as the most basic value in education leads to a change in the teacher's attitude towards the student, towards himself. Carrying out a humane approach in education, the educator does work on the basis of the personal importance of education in each child in his actions and the need to rely on this very importance in the pedagogical process.

In this regard, the teacher serves/applies not only as a carrier of knowledge in science, as a person who maintains norms and traditions, but also as an assistant in the formation and development of the student's personality, respecting this person regardless of the level of his access to knowledge, the scale of his understanding or misunderstanding. Here the attitude of conducting an authoritarian sentence, the right of a strict and strong person disappears, instead of which attention comes to democratic interaction, cooperation, assistance, personal initiative, the role of the reader in his attitude also changes. For this attitude, not only the result of mastering knowledge becomes relevant, but also active interaction with the teacher and other students. With this, the child becomes not an object of pedagogical influence, but a subject of his own educational and educational activity

As early as the 1960s, the scientist D.B. Elkonin had expressed the problem of bringing the process of formation of the child as a subject of educational activity to the first line. In the analysis of the educational activities of schoolchildren, D.B. Elkonin understood its essence and specification as the transformation of the individual himself as a subject. Transfer of students through the main mechanisms of its pouring instead of the subject of the educational activity:

- learning-the manifestation of interest in knowing as the main motivation and meaning-essence-creating incentive/motive;
- the ability to determine the content of the educational task and find the means to solve it;
- the ability to consciously control their work and practical assessment of their result. The implementation of Education acceded to a person in practice is associated with the application of technologies of teaching to a person, it is necessary that these technologies satisfy the needs of a person not only for knowledge about the universe, other people, about himself, but also ensure the realization of his creative potential and the production of new knowledge, the development of Problematic education can be represented among such technologies. Its essence lies in the organization of problem situations and their solution in the conditions of maximum independence of students and teachers in the process of cooperation activities and under the guidance of a teacher who directs the activities of children. Solving the problem-cognitive tasks of students is significant

not only for finding the result, but also for the formation of the style of mental activity, research activity and independence of students. The technology of problem-learning involves the search for students to put problems before them, ways and methods of solving it independently or with the direct participation of the teacher: the students draw up a hypothesis, build and discuss methods for verifying its authenticity, substantiate, conduct experiments, observations, analyze their results, reason and prove. The application of problematic educational technology provides for such an organization of the educational process in which the students are not only logical. they think in a dialectical, creative way. perhaps they feel satisfied and confident in their capabilities, and this increases their incentive to cognitive activity. When discussing the issue of the driving forces of the educational process with a focus on the individual, the scientist E.V. Bondarevskaya argues in traditional understanding that the driving force of the learning process is in conflict between knowing and not knowing. Thanks to this, the reader enters the "territory of the nearest development". However, this conflict only actualizes the only Gnostic, cognitive side of their activity, without taking into account the personal significant, value sphere of the minds of students. In schoolchildren, the motivating and developing power of opposites between the existing knowledge and the knowledge that needs to be mastered seriously increases if this knowledge acquires a relational nature. It is the process of acquiring knowledge that is necessary to carry out an environment in which the intellectual, spiritual and aesthetic experiences, the encounter of thoughts, views, points of view, the search for truth, the discussion of possible solutions, the creativity of teachers and students, the critical analysis of the student are permeated. The effectiveness of technology depends from it in a serious way on the extent to which a person is expressed with all his versatility, how his psychological characteristics and development prospects are calculated.

So, in the modern stage, education is considered "as the formation and development of the individual, the exit of a person towards the essence." In this regard, it will be useful to cite some of the expressed opinions that relate to one degree or another with the modern interpretation of the concept of Education. "In the process of teaching, it is very important to accumulate knowledge, but it plays a non-decisive role. A person can eliminate many specific facts from the mind, which are the basis for the improvement of his qualities. But if they have reached a high level, then a person will be able to cope with extremely complex tasks, which means that a person has reached a high level of culture".

Physical scientist M. According to laué's aphorism: "all that remains after those who have studied and remembered are education " The change in views on the essence of Education also influenced the understanding of the essence of mathematical education. In the concept of school mathematical education the following are indicated as the main tasks of teaching mathematics: - formation of ideas and methods of mathematics and perceptions of their role in knowing reality; - to master the system of mathematical knowledge and skills necessary for every member of modern society in everyday life and labor activity to study other disciplines, study in the system of continuing education to extract dlavom; - formation and development of qualities necessary for a person with the means of mathematics to be able to fully act in society.

In 1990, in the journal "mathematics at school", "on the principles of qualifying the content of school mathematics education" (G.V. Dorofeev) was published. In the article, the author gave an expression of the main task of restructuring school mathematics education at the stage of modern development of society. Namely: "moving the methodological system of teaching towards the priority of the developmental function of teaching to the formation of the skills of applying this information with an

increase in the volume of information intended for its education, orientation in relation to information function, assimilation of attention/emphasis by students ". Despite the fact that this article is declarative in nature, it testifies to a radical change in attitudes/views on mathematical education, creating pre-conditions for its improvement in terms of humanization, stratification and humanitarization.

Mastering the theory of educational activity concerns the professional knowledge of students. Nevertheless, a subject teacher, in particular, following from the point of view/place of a teacher teaching elementary school students mathematics, faces difficulties in the correct application of this knowledge, even taking certain recommendations in relation to the methods of organizing educational activities aimed at mastering the mathematical content of elementary school students in a methodological course. The reason for this is the lack of experience in the correct Organization of activity itself psychologically. Opportunities for obtaining/gaining this experience should be sought in special courses of the University with the appropriate organization of students ' activities aimed at mastering the content of these courses.

At the modern stage, educational activity is an elementary/initial concept that provides an opportunity to solve (solve) the conflict between the knowledge, skills and skills that students master in the "mathematics" course of the University and the professional-practical tasks that they (students) need to solve when teaching elementary school students to mathematics. It is in educational activities that theoretical knowledge becomes knowledge that works in practice, and the activity itself becomes a theoretically based activity. Consequently, in the process of studying special courses, including the course "mathematics", it is necessary that the student's activities are aimed not only at mastering mathematical knowledge, skills and abilities, but also at the formation of his pedagogical consciousness, adequate to modern trends in the development of school education.

As you know, fundamental scientific research on the problem of the interaction of teaching and development conducted with primary school students. Therefore, unlike high school for the implementation of developmental educational ideas in mathematical education, primary school has a very fundamental scientific basis. In connection with the introduction of variational textbooks into practice, the focus on developmental education at the modern stage is becoming the main goal of primary education, including mathematical education. The formation of the thinking of concepts in primary school students, the ability to subvert from the level of real science to the level of abstract concepts is an important aspect of their development. This system of concepts is mastered by the child in the process of educational activity, which requires understanding the educational task associated with the search for a solution, the implementation of various thinking operations (analysis, synthesis, comparison, classification, generalization) related to the forms of control over the work being performed and their independent assessment. Psychology science has come to the conclusion that the processes of teaching and developing thinking are closely related. The effectiveness of the development of thinking is conditioned by the formation of a "regulated representative system of knowledge, in which different information is always compared and compared with each other in very different relationships and aspecates, is transmitted and differentiated in different ways, entering into different chains of causal relationships

Scientist V.V. According to Davido, being the leading and main type of activity of students of primary classes, educational activity determines the emergence of central psychological new derivatives of this

age, the development of the child's psyche and personality. New age-related derivatives are understood as "the same type and the same psychic and social changes that occur for the first time at this stage/level of building a person and his activity and fundamentally determine the consciousness of the child, his modernity to the environment, his internal and external life, the entire course of his development during this period.

When carrying out educational activities on the acquisition of knowledge and skills related to theoretical consciousness and thinking, a theoretical attitude is formed in elementary school students, which allows them to go beyond the limits of everyday life affairs in relation to reality and take their place in a wide range of events taking place in the world. By the end of education in elementary school, thinking operations and skills of activity are formed in the child, which allow him to withstand a serious intellectual load, continue to receive further education. Educational activity is not given in a ready-made form and it is necessary to form it. The task of elementary school is precisely to build educational activities - to teach a child to receive education.

At the beginning of school life, the child does not have a need for theoretical knowledge as a psychological basis of educational activity. This need arises later, in the process of mastering elementary theoretical knowledge in the implementation of the simplest educational activities, in which the schoolboy, in cooperation with the teacher and peers, is aimed at performing the corresponding educational tasks. Scientist L.S. According to vigotsky: "the development of the psychological basis of Education does not take place before the beginning of education, but is carried out during his work-action, which he goes before in close connection with it". From the first steps of studying at school, in cooperation with other children and the teacher, in the process of mastering individual concepts, the child is formed the motives for setting learning goals and learning. On this basis, the general need for the assimilation of theoretical knowledge arises and is formed gradually.

The need to acquire knowledge is realized in motives. Motive is the motivating force of activity, activity is carried out because of this force (reason for its implementation). The motives of educational activity have a dynamic nature and change depending on the social priorities of the individual. At the beginning, the motives of educational activity are formed under the influence of factors external to it, not related to the content of this activity. The motives of any activity will be in large numbers. With the help of thinking, the student evaluates various motivations. compares them, compares them with the beliefs that exist in him, and, after an emotional assessment of these motivations, sets the goal of the activity and proceeds to its implementation. The educational process should be built in such a way that its motive is related to the internal content of the subject of assimilation, so that the tasks set for students during the educational activity are not only understandable, but also so that the tasks become significant for him, it is also necessary for him to accept the tasks from the inside, that is, The formation of such a lack of motivation is associated with the content and methods of teaching.

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